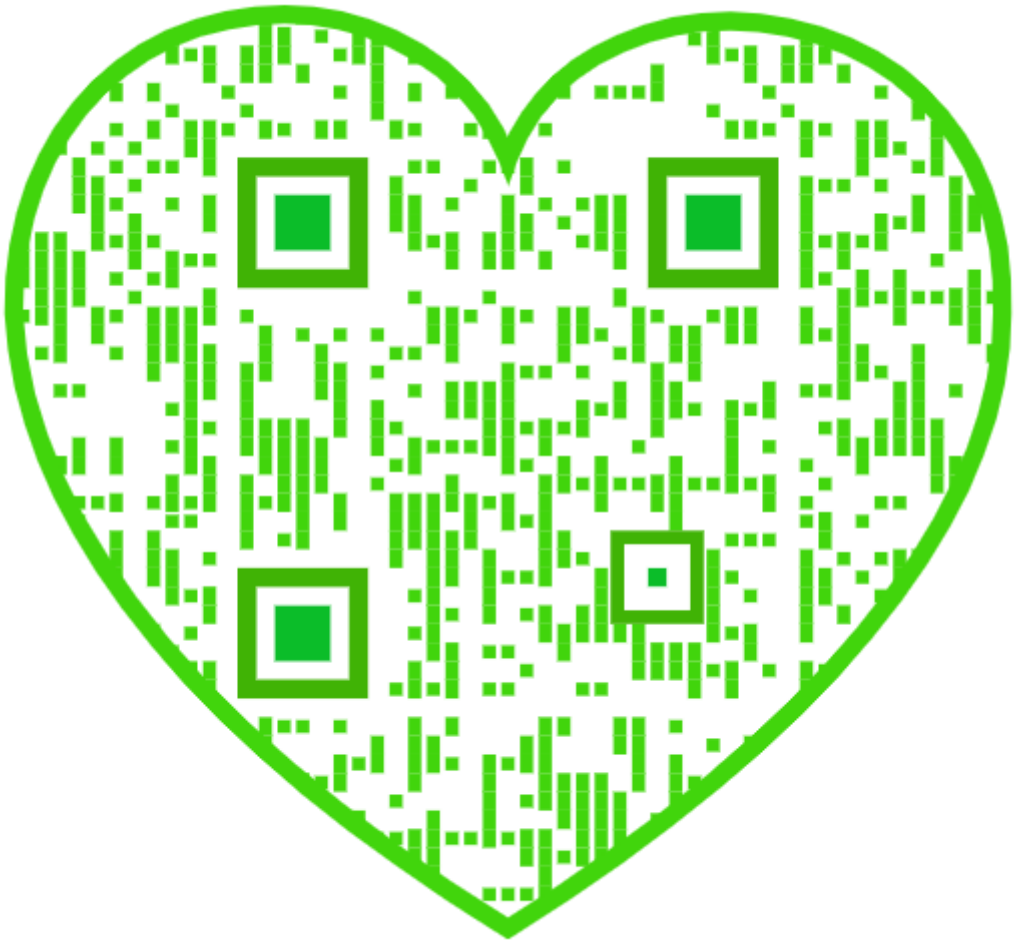
Z 56
.B45
Copy 1



Class Z 5 3
Book B 4 7
Copyright No.

COPYRIGHT DEPOSIT.

The Easy Shorthand

or

Benedict System of Phonography

by

Rev. George Benedict,

Principal of the Benedict Institute of

Stenography,

BOSTON, - - MASS.,

14 BEACON STREET.

RALPH C. BENEDICT, PRINTER,
NORTH ABINGTON, MASS.
1901.

THE LIBRARY OF
CONGRESS,
TWO COPIES RECEIVED
MAY. 5 1902
COPYRIGHT ENTRY
Dec. 14-1901
CLASS a XXc. No.
22922
COPY B.

Copyrighted 1901 by George Benedict.

THE LIBRARY
OF CONGRESS

PREFACE.

A preface is the author's reason for his book.

This little book is the result of the study and teaching of shorthand extending over a period of thirty years.

The object of its publication is to present a simpler, easier and more truly phonetic system of shorthand than has yet been devised.

PHONOGRAPHY means sound-writing. The word comes from two Greek words, *phonos* sound, and *graphos* writing.

Phonography, therefore has to do only with spoken language. The phonographer must not think how the words are spelled, but how they *sound*, and put upon paper only the representation of their sounds.

The *phonos* or sound of speech is preeminently the vowel.

A true phongraphy must therefore be based upon the vowel. The ignoring of this simple fact is what has made shorthand so difficult; its discovery and application is what makes this system so easy.

Without further definition or explanation the student is invited to practical work.

LESSON I.—VOWELS.

1. ⟋ a, *as in* ate, at, all, ah.
2. — e, " " me, met.
3. | i " " my, it.
4. ⟍ o, " " no, on.
5. —· u, " " mule, up, new, boot, foot.
6. ⟍| oi, " " oil, boy.
7. ⟍· ow " " cow, out.

DIRECTIONS FOR STUDY

1 This system of shorthand is phonetic—written by sound rather than by spelling. Omit silent letters.

ILL. *giv*, give; *kum*, come; *tat*, taught, *thru*, through.

2. Write slowly and carefully.

3. Use a fine pen or a sharp pencil.

4. Make the vowels three sixteenths of an inch long.

5. A e, o, u, are preferably written forward; i, downward.

6. Practice naming each vowel by each of its sounds. If necessary to distinguish these, as *a* from *ä*, this can be done by means of the same diacritical marks that are used in longhand. Practically, however, this is never necessary, as they are never used alone, and the sound may be known from the context.

7. Words which are formed alike are distinguished from each other exactly as in longhand, by the context ILL. *can*, ability and *can*, a receptacle.

EXERCISE I.

⟋ a ⟋ ah ⟋ awe — eh | I

| eye ⟍ O ⟍ oh ⟍ owe —· you

NONSENSE SENTENCE.

Ah, I owe you, eh! ⟋ |⟍ —· —

8. Be sure to write *a* upward. To go backward is a waste of time, and to have to reverse the motion before beginning the next word is a further waste.

9. Write *a* and *o* at a slant of 45 degrees, i. e: half way between the horizontal and the vertical. The tendency is to make them too nearly vertical.

10. For the diacritical marks referred to in Section 6 see the bottom of any page in Webster's Dictionary. This, however, is a matter with which beginners need not burden themselves and which practioners may never need to use. The matter is presented to show the ability which this system offers of making an exact indication of every shade of sound of the English or of any other language, or if required, the exact uneuphonic spelling. The author knows of no other system of shorthand in which this is possible.

RECITATION I.

1. Write a line of each of the vowels and diphthongs.
2. Write the "Nonsense Sentence."
3. Write in phonetic English the directions for preparing the Recitation. See next page.

For *c* soft	use	*s*,
" *c* and *ch* hard	"	*k*,
" *g* soft	"	*j*,
" vowel *y*	"	*i*,
" *oo*	"	*u*,
" *ow*	"	*ou*.

(No account is made of the difference between *th* and *dh* or of that between *sh* and *zh*.) For illustration, the phonetic rendering of Section 6 on the preceding page is appended:—Praktis naming ech voul bi ech ov its soundz. If nesesari tu distingwish thez, az *a* from *ä*, this kan be dun bi mens ov the sam deakritikl marks that ar uzd in longhand. Praktikali, houever, this iz nevr nesesari, az tha ar nevr uzd alon, and the sound ma be non from the kontext.

HOW TO PREPARE THE RECITATIONS.

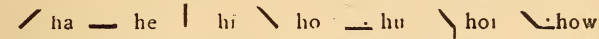
1. Use ordinary ruled paper or note books, and pencil.
2. Write on one side of the paper.
3. Write on every other line.
4. Correspondence pupils should put their name and address on every sheet.
5. Read the lesson over until it is understood. Do not try to memorize it. We learn to do by doing, not by abstract study.
6. Copy the shorthand characters in the lesson slowly and accurately, five times, pronouncing the English of each form while writing it.
7. Write the Recitation at the end of each lesson once, referring to the book when necessary.
8. Correct this by the book and copy it.
9. Have the work corrected by the instructor.
10. After the corrected work is returned write the recitation over and over, referring to the book when necessary, until able to write correctly without reference to the book.
11. Make a final copy, independently of the book, for a review recitation.
12. After this is corrected read it over and over, forward and backward, till able to read it as readily as longhand.
13. Corrections are made upon the omitted line and are frequently indicated by a Roman and Arabic numeral referring to the lesson and section of the violated principle.

LESSON II —INITIAL H, R, L.

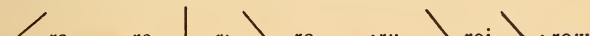
1. The terms Initial and Final refer to position in the syllable, not in the word.

2. INITIAL means preceding a vowel, expressed or understood, in the same syllable.

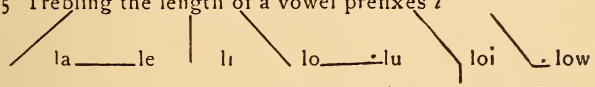
3. Shading a vowel prefixes *h*.



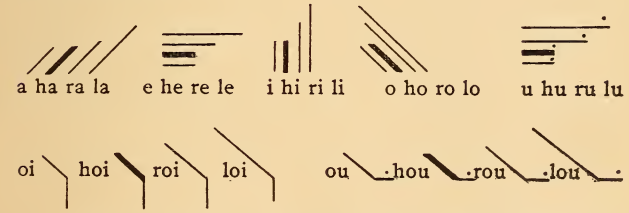
4. Doubling the length of a vowel prefixes *r*



5 Trebling the length of a vowel prefixes *l*



6. The following is a comparative view of what has been learned.

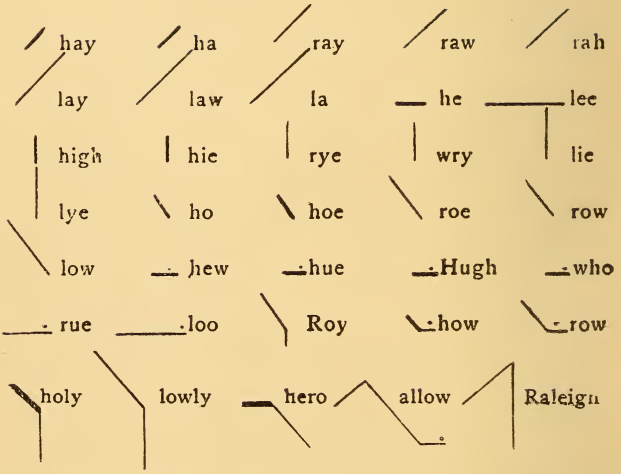


7. Notice that the second vowel in the diphthongs *oi* and *ou* is never shaded or lengthened.

8. Beginners should be careful in regard to the shading, but so little of this is used in this system that advanced students may discard it.

9. Great care should be used in regard to lengths. One sixth, two sixths and three sixths of an inch may be used instead of the standard given in I. 4. if the tudent prefers.

EXERCISE II

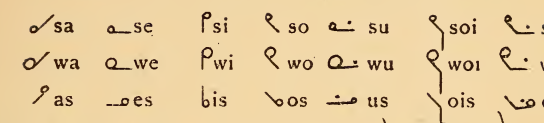


Recitation Sentences II.

1. Hoe a row.
2. A holy law.
3. A lowly hue.
4. Oh how low!
5. Ah how high!
6. Lie low, you hero.
7. I allow a low alloy.
8. O Roy, I rue a row!
9. You owe Raleigh a roe.
10. Hello Hugh, how you hie!

11. Write also the Comparative View. Page 5, Section 6.

LESSON III –S and W BRIEFS and STEMS.



1. CONSONANT BRIEFS are small characters usually written upon vowels or stems. They are arranged in pairs; the first of each pair should be made as small as legibility will allow, the second should be made as large again as the first.

2. Briefs are used both initially and finally, but when used finally the vowel must always be expressed.

3. The *s*-brief is a very small circle written on the upper side of a, e, o, u and on the right side of i. *z* is like *s*.

4. The *w*-brief is a small circle twice the size of s.

5. The *s*-stem is a vertical curve, opening to the left.

6. The *w*-stem is the same, but twice as long as the s.

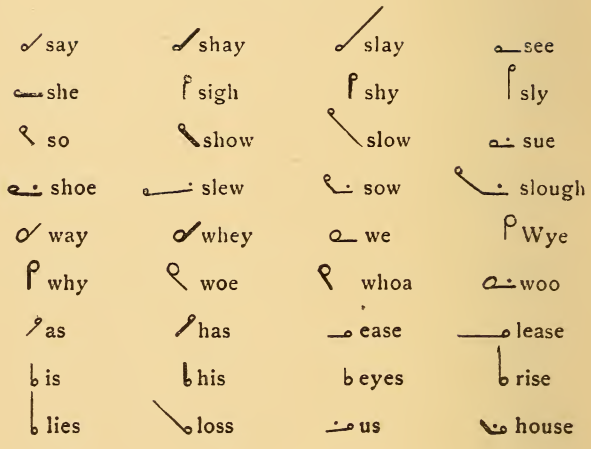
7. The stems are presented in each lesson in order that they may be compared with the briefs. The student is asked to observe them, but not to memorize or practice them, as they are not used until Lesson V.

8. *W* is not used finally because *aw* is one of the sounds of *a; ew* is one of the sounds of *u*, and *ow* is represented by *ou*.

9. Observe carefully the distinction in size between *s* and *w*. *S* is as small as legibility will allow: *W* is twice the size of *s*,

10. In the following exercise the shorthand characters for *sly*, *so*, *shoe*, *slew*, *woo*, *us* and *house* are poorly printed, as well as the syllables *us* and *ous* above.

EXERCISE III.

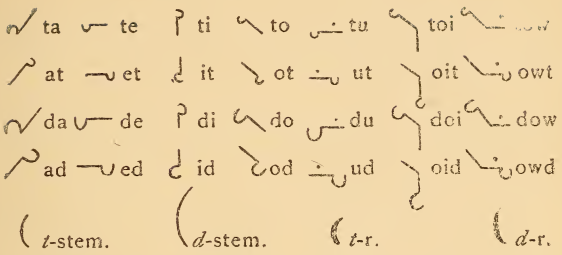


Recitation Sentences III.

1. Show us a loss.
2. Is his way easy?
3. How we saw ice!
4. I say she owes us.
5. Why is he so slow?
6. Is she a lowly lass?
7. See who has his shay.
8. He wooes as his house rises.
9. She says she leases his roses.
10. Whose sly eyes saw his shoe?
11. He sues us; his loss is a sleigh.
12. "O woe!" I sigh, "his whey slays us."

As soon as the student has mastered the primary form he may use word signs for the following words (See lists at end of book).— *so we why as, has is, his.*

LESSON IV.—T and D.



1. Shading a stem adds *r* preceded by a vowel.
2. The *t* brief is a very small semicircle.
3. The *d* brief is a small semicircle, twice the size of the *t*.
4. Before *a* semicircles preferably open downward.
   " *e* " " " upward.
   " *i* " " " to the left.
   " *o* " " " " " right.

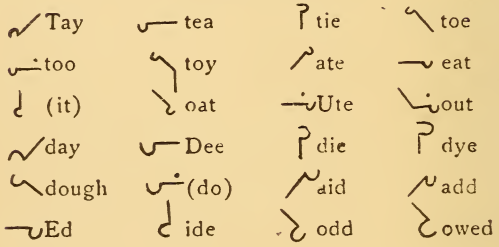
(1) These rules always apply to a semicircle *beginning* a word. (2) A semicircle at the end of a word must be opened in the direction most easily written, and from which the motion of the hand is most readily transferred to the beginning of the next word. (3) A semicircle in the midst of a word must not be written so as to form a hook with the vowel preceding or following it, but at an angle with both.

5. The *t* stem is a vertical curve opening to the right.
6. The *d* stem is the same, but twice as long as the *t*.
7. In the following exercise these pairs of words should have been printed exactly alike, *die* and *dye*, *aid* and *add*, *odd* and *owed*.

There are only two sizes of semicircles, *t* very small, and *d* twice the size of *t*.

8. *S*, *w*, *t*, *d* are written within and around each other, and within and around the other briefs.

EXERCISE IV.



Recitation Sentences IV.

1. To day he dies.
2. They do that duty.
3. Write it right this day.
4. Does he eat that dough?
5. Try this way to do those.
6. Did you dread the daylight?
7. Say it aloud that she is dead.
8. Let the light show his deeds.
9. I doubt his use to us this day.
10. Aid us at this tete a tete, I say.
11. Add these odds to his test.
12. Toss those oats outside the house.

9. Word signs—*they day it there this did to do those at, that out.*

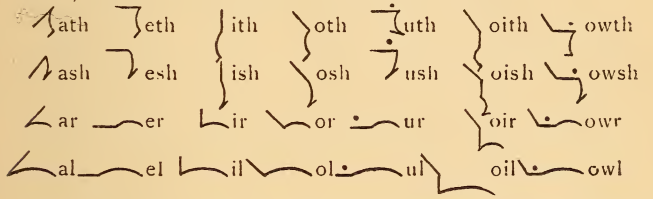
LESSON V. —FINAL, or STEM H, R, L.

1. FINAL means following a vowel, expressed or understood in the same syllable.

(th *or* dh,) sh *or* zh, — r, — l.

2. The method of writing *ph*, *bh*, *ch* is explained later.

3. It will be seen that *h* is the little straight mark or "tick", and that it is written on the *t* and *s* stems.



4. *A*, usually written upward, is before *r* and *l* more easily written downward.

5. CONSONANT STEMS are short, curved lines. They are arranged in pairs, the first of each pair being written the same length as vowels, the second twice the length of the first.

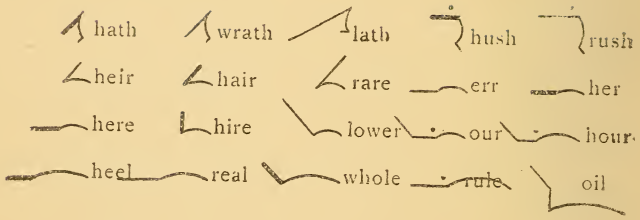
6. It will be observed that stems are arcs, of which vowels are chords. A Comparative View, showing from which quadrant of the circle each is taken, is given later.

7. Unshaded stems are always final. They are always used when the preceding vowel is so indistinct that it is not expressed.

8. Briefs are written on only the concave side of stems.

9. Semicircles immediately preceding or following a stem must turn in the same way as the stem.

EXERCISE V.

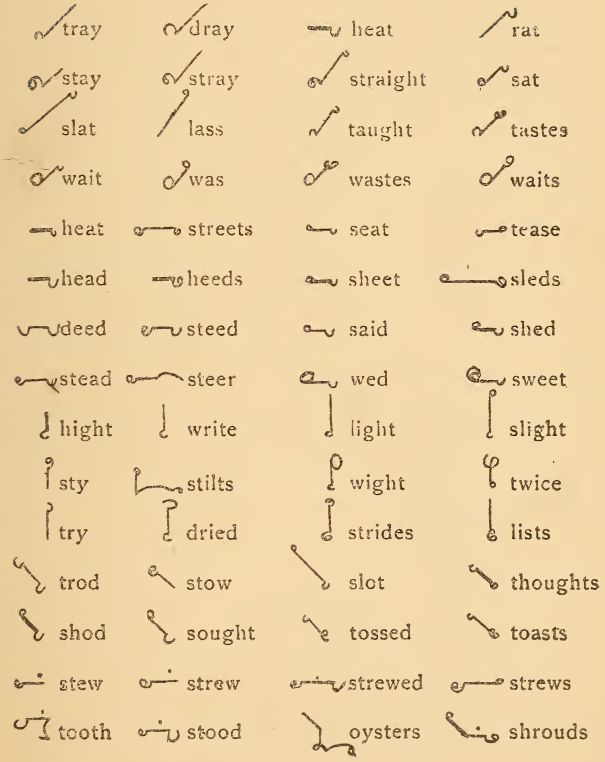


8. Word signs (Not to be used till the primary forms are mastered)—*are, or our all, will.*

Recitation Sentences V.

1. Who are you?
2. I will lie low.
3. Will he row all.
4. Are you all here?
5. Our oil will rush.
6. I will hire her hoe.
7. Will he hew a high heel?
8. Are you higher or lower?
9. How will you hire a hall?
10. Her hair hath a rare hue.
11. Will Roy lay our owl here?
12. Hush, or I will lath you a whole hour.

LESSON VI. REVIEW.



Recitation Sentences VI.

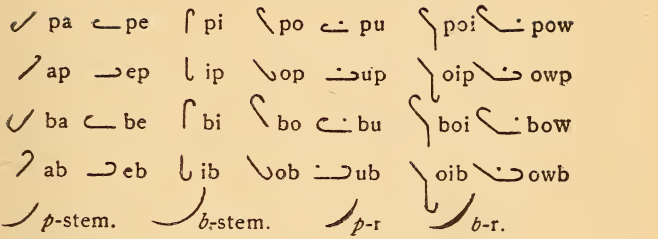
1. Stay at least till the light.
2. The sweet lass was wed twice.
3. Steer east or west as it is easiest.
4. That straight laced lad is all astray.
5. Oyster shell stews already shroud us.
6. That's the store that treats you straight.
7. The worst waste has held its sway there.
8. The stately steward stole a slice to toast.
6. I stood his thrusts till the woods whirled.
10. The latest styles sit slyly o'er their heads.
11. He strews the streets with his hasty thoughts.
12. Your heads are high; your shoes are slightly lower.

WORD SIGNS.

Reference has been made to Word Signs. Many systems of shorthand number these by the hundred and thousand—one system having no less than eight thousand, and a large proportion of these are arbitrary, that is, based on no fixed rule or principle.

The author of this system has observed that more time is lost in trying to recall these signs than is gained by using them, and has therefore limited its word signs to between one and two hundred of the commonest words in the language, and of these less than twenty-five are arbitary. The vowel basis of the system enables the use of Abbreviations instead of Word Signs, and these abbreviations are simply the ordinary long hand abbreviations written in shorthand.

LESSON VII.—P and B.



1 The *p* brief is a very small hook made on the upper side of a, e o, u, and on the right side of i.

2. The *b* brief is a small hook, twice the size of p.

3. Hooks will not be confused with semicircles, because semicircles are written at an angle with the vowel.

4. The *p* stem is an oblique curve opening upward to the (left)

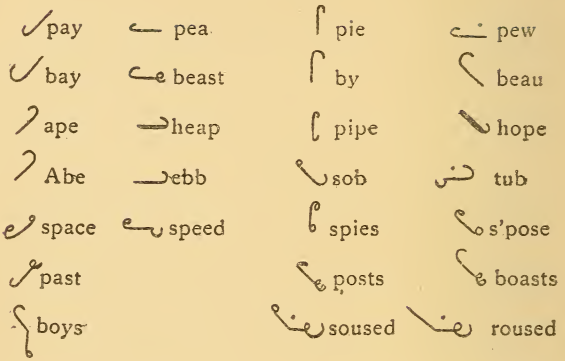
5. The *b* stem is the same, but twice as long as the *p*.

6. The student should write the semicircles and hooks on each vowel side by side and notice carefully the difference. A Comparative View is given later, to which it will be well to refer at this point.

7. Hooks, unlike semicircles, cannot be written independently of vowels. Hence there are no word signs derived from *p* and *b* briefs. Those derived from the *p* and *b* stems are *up object per, pair member, remember.*

8. As this is the first time, since the principle was given, that attention has been called to the shading of stems, the student is asked to notice that *r* written in this way is always *final*, that is, preceded by a vowel, but by a vowel which is indeterminate, because indicated by the vocal organs rather than enunciated by them.

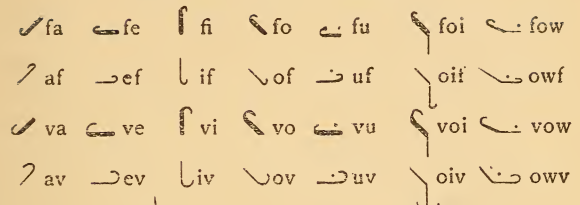
EXERCISE VII.



Recitation Sentences VII.

1. Pray pay your debts with paper.
2. Abe soused his brother with suds.
3. Why do you waste all that space?
4. The beast was roused by the blast
5. Let us play horse with these sleds.
6. The spies are here with pea shooters.
7. Oh, but with what speed you do ride!
8. Suppose you heap the posts by the style.
9. "His last hope is lost," she said with a sob.
10. At ebb tide place the peace-pipe by his side.
11. Who taught you to row a boat or sail a ship?
12. Those boys are too boisterous to be rewarded with pie.

LESSON VIII.—F and V.

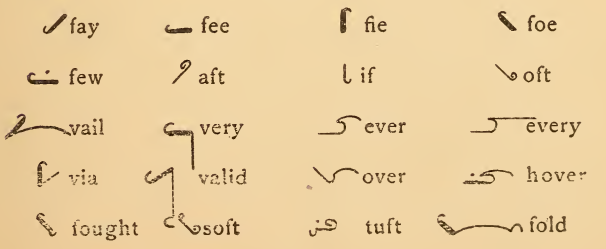


1. Initial *f* and *v* briefs are *p* and *b* briefs on shaded vowels. This forms *ph* and *bh*, which are the same as *f* and *v*.

2. Final *f* and *v* briefs are the same as *p* and *b*. The context distinguishes them.

3. The beginner may feel that forming final *f* and *v* exactly like final *p* and *b* will lead to confusion in reading, but this is not so. *F* is simply an aspirated *p*, and *v* is simply an aspirated *b*. Many foreigners and negroes omit the aspiration, as in saying *ob* for *of*, and yet we have no difficulty in understanding them. In a former edition the expedient of lengthening the hook to indicate final *f* and *v* was adopted, but practical experience in teaching and reporting showed it to be superfluous and it was discarded.

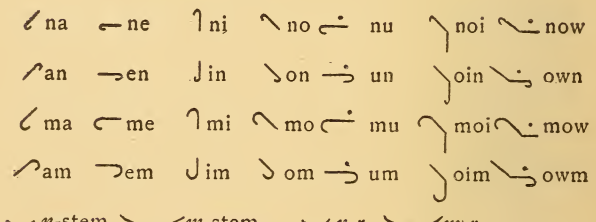
EXERCISE VIII.



Recitation Sentences VIII.

1. Will this be valid for both of us.
2. The foe is hid by that tuft of hay.
3. I fold the fee twice to put it away.
4. Few have fought for liberty this day.
5. How soft are the feathers of that bird!
6. The rope is too short to tie the pole fast.
7. He strewed flowers at the foot of the aisle.
8. His stilts slipped, so he fell over her beau.
9. If you fold the veil that way you will spoil it.
10. The wave was so high we lost sight of the float.
11. Will you help us to build a raft of these boards?
12. The view she had of the hill will stay with her forever.

LESSON IX.—N and M.



1. The *n* brief is a small hook on the under side of a, e, o, u, and on the left side of i.

2. The *m* brief is the same, but twice as large.

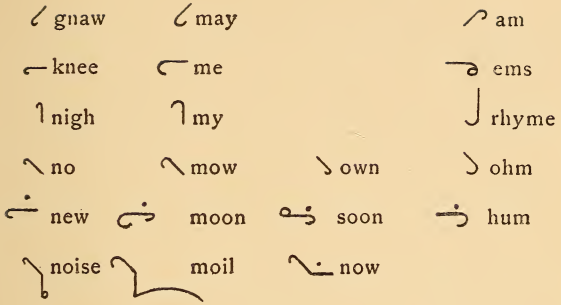
3. The *n* stem is a horizontal curve opening upward.

4. The *m* stem is the same, but twice as long.

5. When *m* or *n* briefs do not join well with the following characters in the word, use stems.

6. In the case of words ending in *nt* or *nd*, *t* may be written *inside* the hook, *d outside*.

EXERCISE IX.



Recitation Sentences IX.

1. Will you hum that tune for me?
2. I made a century run in ten hours.
3. The full moon will rise over there.
4. I did not wish the mice to gnaw that meat.
5. How many miles did you ride on my wheel?
6. Will you tell me a word to rhyme with "ems?"
7. What a noise you and he made with that drum!
8. Did you see the line of fish that small boy had?
9. I will play on the flute if you will play on the violin.
10. Send me word when you will arrive and I will meet you.
11. If I hire this typewriter by the month what must I pay for it?
12. Number twelve. This is the end and I have finished.

The student has now learned all of the alphabet except the letters *k* and g, *ch* and *j*, *q*, *x* and *y*. In the following recitation, words containing these letters are italicized, and may for the present, be written in long hand.

RECITATION X.

I was born at *York* on the first of *March* in the *sixth year* of the reign of *King Charles* the First. From the time when I was *quite* a *young child*, I had felt a *great* wish to spend my life at sea, and as I *grew*, so did this taste *grow* more and more *strong;* till at last I *broke* loose from my *school* and home, and found my way on foot to Hull, where I soon *got* a place on board a ship.

When we had set sail but a few days, a *squall* of wind *came* on, and on the fifth night we *sprang* a *leak*. All hands were sent to the pumps, but we felt the ship *groan* in all her *planks*, and her beams *quake* from stem to stern; so that it was soon *quite clear* there was no hope for her, and that all we *could* do was to save our lives.

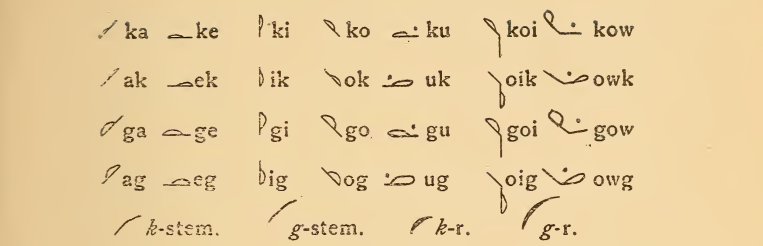
The first *thing* was to fire off *guns*, to show that we were in need of help, and at *length* a ship, *which* lay not far from us, sent a boat to our aid. But the sea was too rough for it to lie near our ship's side, so we threw out a rope, *which* the men in the boat *caught*, and made fast, and by this means we all *got* in.

Still, in so wild a sea it was vain to try to *get* on board the ship *which* had sent out the men, or to use our oars in the boat, and all we *could* do was to let it drive to shore.

In the space of half an hour our own ship *struck* on a *rock* and went down, and we saw her no more. We made but slow way to the land, *which* we *caught* sight of now and then when the boat rose to the top of some high wave, and we saw men who ran in *crowds*, to and fro, all bent on one *thing*, and that was to save us.

At last to our *great joy* we *got* on shore, where we had the luck to meet with friends who *gave* us the means to *get back* to Hull; and if I had now had the *good* sense to *go* home, it would have been well for me.

LESSON X.—K and G.



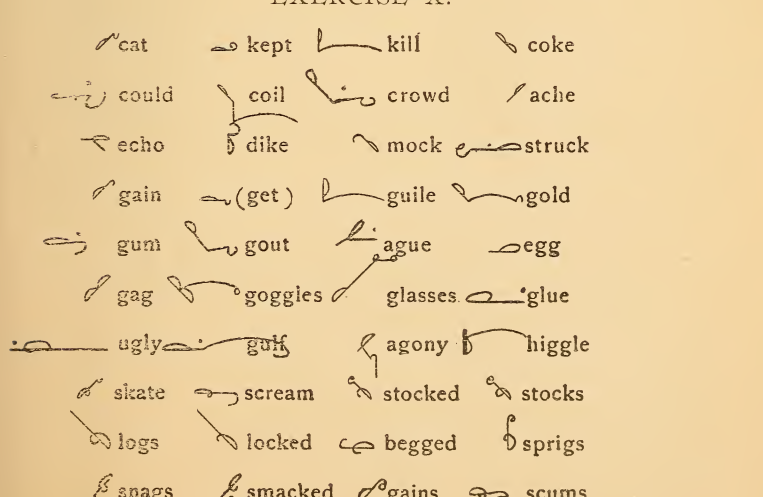
1. The *k* brief is a very small loop written on the upper side of a, e, o, u, and on the right side of i.

2. The *g* (hard) brief is the same, but twice as large.

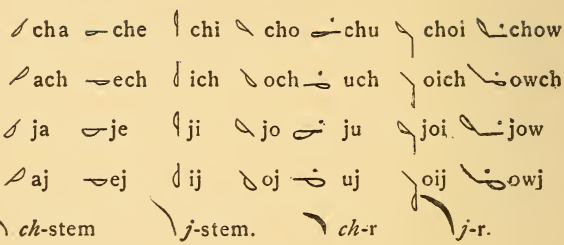
3. The *k* stem is an oblique curve opening downw'd to the r't.

4. The *g* (hard) stem is the same, but twice as long.

EXERCISE X.


cat kept kill coke
could coil crowd ache
echo dike mock struck
gain (get) guile gold
gum gout ague egg
gag goggles glasses glue
ugly gulf agony higgle
skate scream stocked stocks
logs locked begged sprigs
snags smacked gains scums

LESSON XI.—Ch and J.



1. The *ch* brief is a very small loop made on the under side of a, e, o, u, and on the left side of i.

2. The *j* brief is the same, but twice as large.

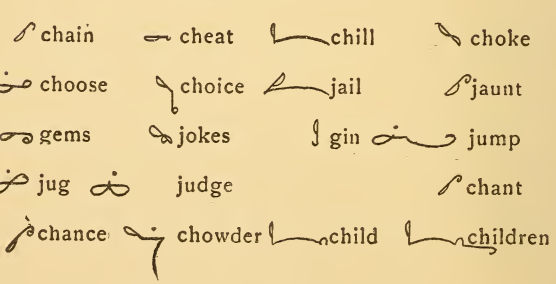
3. The *ch* stem is an oblique curve op'ning d'wnw'd to the l'ft.

4. The j stem is the same, but twice as long.

5. This *ch* is always soft. For *ch* hard use k.

6. J is used to represent *g* soft.

EXERCISE XI.



LESSON XII.—Q, Y, and X.

2. qua que qui quo quoi quow

1. ya ye yi yo yu yoi yow

3. ax ex ix ox ux oix owx

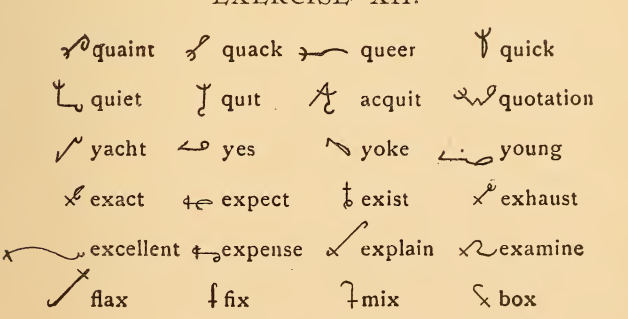
1. The *y* brief is a short line, or "tick," made on the beginning of a vowel. It is used only initially.

2. The *q* brief is a curved tick drawn across the vowel. It is used only initially.

3. The *x* brief is a straight tick, drawn across the vowel. It is used only finally, but may stand for *ex* as well as for *x*.

4. For a *q* stem, kw may be used.

EXERCISE XII.



RECITATION XI.

Write the italicized words in Recitation X. Write them in columns beside their long hand equivalents.

RECITATION XII.

The man whose ship had gone down said with a grave look, "Young lad, you ought to go to sea no more, it is not the kind of life for you." "Why, sir, will you go to sea no more then?" "That is not the same kind of thing; I was bred to the sea, but you were not, and came on board my ship just to find out what a life at sea was like, and you may guess what you will come to if you do not go back to your home. God will not bless you, and it may be that you have brought all this woe on us."

I spoke not a word more to him; which way he went I knew not, nor did I care to know, for I was hurt at this rude speech. Shall I go home thought I, or shall I go to sea? Shame kept me from home, and I could not make up my mind what course of life to take.

As it has been my fate through life to choose for the worst, so I did now. I had gold in my purse, and good clothes on my back, and to sea I went once more.

But I had worse luck this time than the last, for when we were far out at sea, some Turks in a small ship came on our track in full chase. We set as much sail as our yards would bear, so as to get clear from them. But in spite of this, we saw our foes gain on us, and we felt sure that they would come up with our ship in a few hours time.

At last they caught us, but we brought our guns to bear on them, which made them sheer off for a time, yet they kept up a fire at us as long as they were in range. The next time the Turks came up, some of their men got on board our ship, and set to work to cut the sails, and do us all kinds of harm. So, as ten of our men lay dead, and most of the rest had wounds, we gave in.

PUNCTUATION.

Punctuation in speech is largely a space of time; in shorthand this becomes a space of line.

For a comma	skip ½ inch.
" " colon or semicolon	" 1 "
" " period	" 1½ "

Begin paragraphs at the middle of the line.

Interrogation and Exclamation points are made as in long hand except that it is quicker to write an oblique line upward to the right, than to lift the pen to make a dot.

A dash is a wavy line.

Italics are indicated by underscoring with a wavy line.

Proper names are indicated by underscoring with two short parallel lines.

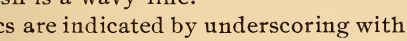
Parentheses are indicated by two vertical parallels.

Other points are as in long hand.

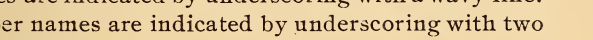
POSITION.

Position, in the magnitudinous and discouraging sense it is generally used in shorthand, we do not have in this system. The following four articles embrace the whole subject, and even these are optional.

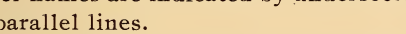
1. Writing *an initial vowel* close to the upper line adds *n*.



2. Writing a word midway between the lines prefixes *the*.



3. Writing a vertical or oblique word, or a large brief through the lower line, or a horizontal word just below the line prefixes *to*.



4. The distinction in position between 1 and 2 need be observed only by beginners.

5. In the following recitation the words shown by position are italicized.

RECITATION XIII.

The chief of *the Turks* took me as his prize *to a* port which was held by *the Moors*. He did not use me so ill as at first I thought he would have done, but he set me *to work* with *the rest* of his slaves. This was a change *in* my life which I did not think had been *in* store for me. How my heart sank with grief at *the thought* of those whom I had left at home, nay, *to whom* I had not had *the grace* so much as *to say* "Good bye" when I went *to sea*, nor *to give* a hint of what I meant *to do*!

Yet all that I went through at this time was but a taste of *the toils* and cares which it has since been my lot *to bear*.

I thought at first that *the Turk* might take me with him when next he went *to sea*, and so I should find some way *to get* free; but *the hope* did not last long, for at such times he left me *on* shore *to see to his* crops. This kind of life I led for two years, and as *the Turk* knew and saw more of me, he made me more and more free. He went out *in* his boat once or twice a week *to catch* a kind of flat fish, and now and then he took me and a boy with him, for we were quick at this kind of sport, and he grew quite fond of me.

One day *the Turk* sent me *in the boat to catch* some fish, with no one but a man and a boy. While we were out, so thick a fog came *on* that though we were not half a mile from *the shore*, we quite lost sight of it for twelve hours; and when *the sun* rose *the next* day, our boat was at least ten miles out at sea. *The wind* blew fresh, and we were all much *in* want of food; but at last, with *the help* of our oars and sail, we got back safe *to land*.

TICKS.

Ticks are strnight lines made as short as legibility will allow,—about one-fourth the length of vowels. They are vertical, horizontal and oblique, light and shaded, and are written on or midway above the line. They are therefore sixteen in number, and they constitute almost all the arbitrary signs that are used in this system.

' we	' who, whom	ı was	ı might
- went, with	- most	- when, were	- he, would
´ yes-terday	´ from	´ may, you-r	´ should
` no	` but	` must	` could

In the following recitation the words which are thus indicated are italicized.

RECITATION XIV.

When the Turk heard how *we* had lost our way, *he* said that the next time *he went* out, *he would* take a boat that *would* hold all *we could* want if *we were* kept out at sea. So *he* had quite a state room built in the long boat of his ship, as well as a room for us slaves. One day *he* sent me to trim the boat, as *he* had two friends *who would* go in it to fish *with* him. *But when* the time came they did not go, so *he* sent me *with* the man and the boy—whose name *was* Xury—to catch some fish for the guests that *were* to sup *with* him.

Now the thought struck me all at once that this *would* be a good chance to set off *with* the boat, and get free. So in the first place I took all the food that I *could* lay my hands on, and I told the man that it *would* be too bold of us to eat of the bread that had been put in the boat for the Turk. *He* said *he* thought so too, and *he* brought down a small sack of rice and some rusks.

CIRCLE AND SEMICIRCLE SIGNS.

∪ it	∪ these	∩ they, trans-	∩ thus
⊃ what	⊃ this	⊂ to	⊂ those
∩ day	∪ de-	⊃ did, di- ⊃ dis-	⊂ do
○ so	○ why	○ is, his	○ want

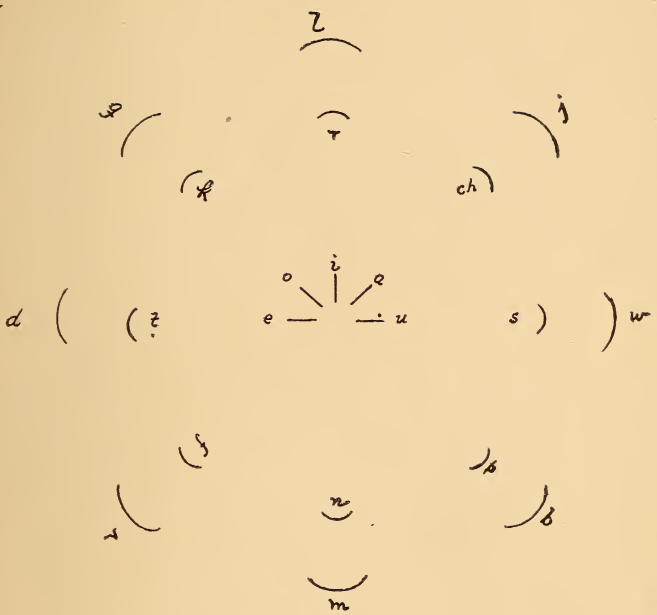
In the following recitation the words which are thus indicated are italicized.

RECITATION XV.

While the man was on shore I put up some wine, a large lump of wax, a saw, an axe, a spade, some rope, and all sorts of things that might be of use to us. I knew where the Turk's case of wine was, and I put that in the boat while the man was on shore. By one more trick I got all that I had need of. I said to the boy, "The Turk's guns are in the boat, but there *is* no shot. *Do* you think you could get some? You know where *it is* kept, and we may *want* to shoot a fowl or two." *So* he brought a case and a pouch which held all that we could *want* for the guns. *These* I put in the boat, and then set sail out of the port to fish.

The wind blew from the north, or north west, which was a bad wind for me; for had *it* been south, I could have made for the coast of Spain. But, blow which way *it* might, my mind was made up to get off, and to leave the rest to fate. I then let down my lines to fish, but I took care to have bad sport; and when the fish bit I would not pull them up, for the Moor was not to see them. I said to him, "*This* will not *do:* we shall catch no fish here; we ought to sail on a bit." Well, the Moor thought there was no harm in *this*. He set the sails, and, as the helm was in my hands, I ran the boat out a mile or more, and then brought her *to*, as if I meant to fish.

STEM SIGNS.



at, that	out, ad-	had	there, their	dear, doctor
as, has		away	sir, sure	where, aware
and, than	them		nor, near	Mr., more
are, or, our	all, will		R. R., error	lawyer
if	have		for	very, over
up	object		per, pair	re-member
which, much	advantage		charge	jury
act	ago		car, care	guarantee

In the following recitation the words which are thus indicated are italicized.

RECITATION XVI.

Now, thought I, the time *has* come *for* me to get free; so I gave the helm to the boy, *and* then took the Moor round the waist, *and* threw him *out* of the boat.

Down he went! but soon rose *up*, *for* he swam like a duck. He said he would go *all* round the world with me, *if* I would but take him in.

I *had* some fear lest he should climb *up* the boat's side, *and* force his way back; so I brought my gun to point at him, *and* said, "You can swim to land with ease *if* you choose, make haste then to get *there;* but *if* you come *near* the boat you shall *have* a shot through the head, *for* I mean to be a free man from this hour."

He then swam *for* the shore, *and* no doubt got safe *there*, *as* the sea was so calm.

At first I thought I would take the Moor with me, *and* let Xury swim to land; but the Moor was not a man *that* I could trust.

When he was gone I said to Xury, "*If* you *will* swear to be true to me, you shall be a great man in time; *if* not, I must throw you *out* of the boat too."

The poor boy gave me such a sweet smile *as* he swore to be true to me, *that* I could not find it in my heart to doubt him.

While the man was still in view (*for* he was on his way to the land), we stood *out* to sea with the boat, so *that* he *and* those *that* saw us from the shore, might think we *had* gone to the strait's mouth, *for* no one went to the south coast, *as* a tribe of men dwelt *there* who were known to kill *and* eat *their* foes.

We then bent *our* course to the east, so *as* to keep in with the shore; *and as* we *had* a fair wind *and* a smooth sea, by the next day *at* noon, we were a long way off, *and* quite *out* of the reach of the Turk.

PHRASING.

It is with shorthand as with every species of motion, the fewer stops the greater speed. The difference between an express and an accommodation train is a case in point. The vowel basis and linear character of our system enable us to write phrases, frequently occurring expressions, and even whole sentences, as for example, Please-let-us-hear-from-you-as-soon-as-possible, without lifting the pen from the paper, and with greater legibility than detatched words. Phrasing is based on the following principles.

1. Phrase only common combinations.

2. The position of a phrase is determined by its first member.

3. Connect only such forms as join readily and legibly in rapid as well as leisurely writing.

4. Connect only such forms as may be written on the line, or in the space above and below it.

5. Connect only words that are connected in sense, as, A subject with its predicate; A preposition with its object; An adjective with its noun; An adverb with its verb; A conjunction with the words it connects; *Than* after a comparative.

6. When necessary to joining, *We* may be written horizontally, *he* vertically, and *to* may open upward.

In the following recitation the words to be phrased are connected by hyphens.

RECITATION XVII.

I had still some fear lest I-should-be caught by the Moors, so I-would-not go on-shore in the day time. But when it grew dusk we-made our-way to the coast, and came to the mouth of a stream, from-which we-thought we-would swim to land, and then look round us.

RECITATION XVII—Continued.

But as-soon-as it-was quite dark we-heard strange sounds—barks, roars, grunts, and howls. The poor lad said he could-not go on-shore till dawn. "Well," said I, "then we must give it up, but it may-be that in the day time we-shall-be seen by men, who for all we know would do us more harm than wild beasts." "Then we give them the shoot gun," said Xury with a laugh, "and make them run way."

I was glad to see so-much mirth in the boy, and gave him some bread-and-rice.

We-lay still at-night, but did-not sleep long, for in-a few hours' time some huge beasts came down to the sea to bathe. The poor boy shook from-head to foot at the sight. One of these beasts came near our-boat, and though it-was too dark to see him well, we-heard him puff and blow, and-knew that he must be a large one by the noise he-made. At-last the brute came as-near to the boat as two oars' length, so I shot at him, and he swam to the shore.

The roar and cries set-up by beasts and birds at the noise of-my gun would seem to show that we-had-made a bad choice of a place to land on; but be that as it-would, to shore we-had to go to find some fresh spring, so-that we-might fill our casks. Xury said if I-would let him go with one of the jars, he-would find out if the springs were fit to drink; and, if they-were sweet, he-would bring the jar back full. "Why should you go?" said I; "why should-not I go, and you stay in the boat?" At this Xury said, "If wild mans come they eat me, you go way." I could-not but love the lad for this kind speech. "Well," said I, "we-will both go, and-if the wild men come we must kill them, they shall-not eat you or me.

WORD SIGNS, ABBREVIATIONS AND PRHASES.

Italicized letters indicate stems.

About	*b*t
Above	*b*v
Accordingly	ak-ingly
According to	ak-ing
Account	akt
Ad- had, advertisement	*d*
Advantage, acknowledge	*j*
After-noon	*ftr*
Again	ag*n*
Ago	*g*
All	*l*
Altogether	*lg*
Amount	amt
An	see "Position"
And, than immediatey following a comparative	*n*
Any	en, see "Position"
Anything	en-*ng*
Anybody	en-bod-e
Anywhere	en-*wr*
Anyway	en-wa
Are, or, our	*r*
As	*s*
As soon as	*sns*
At	*t*
A.M. American	am
Aware	*wr*
Balance	ba*l*
Become	bek on the line
Became	bek above the line
Been	b*n*
Beyond	be-y
Before	be-*fr*
Between	bet
Bill of lading	bo-lad-ing
Business	bis
But	tick, joined only with *if* and *that*
By mail	bim
By this mail	bim, with sign 'this' written through i
By next mail	bim with x through i

By return mail	bi-rem
Call	k*l*
Came	k above the line
Can-not	k*n*-t
Car-e	*kr*
Charge	*chr*
Circumstance	*sr*k
Circular	*sr*k
Co, come, company	k
C. O. D.	kod
Could	tick
Day	d opening downward
Dear	*dr*
Did	d opening to left
Different, difference	dif
Difficult	difk
Dis-count	ds opening left
Divide-nd	div-e
De-	d opening upward
-ded	dd
Defendant	def
Do	d opening to right
Electric	*l*k
Enclose	enk
Express	a straight tick drawn across the preceding word
Especial, (see Special)	*s*pes*l*
Establish	*s*tab
Favor	fa*vr* or fa
For-m-r-ly	*fr*-m-*r*-le
From	tick
F. O. B.	fob
Full	fu
Gave	ga
General-ly	jen-le
Gentleman	jent
Gentlemen	jents
Give	gi
God, good	g*d*
Great	gra
Has, as	*s*
Have	*v*
He, would	tick
His	s on the line
How	ho
Hundred	*n* above the line; Written through a figure it adds two ciphers
I am	im
If	*f*
I have	iv

Immediately	in-ed, n in composition becomes m
In	i above the line; see "Position'
Information	*n-fr*m-shun
In accordance with	in-akd-*n*s-with tick
Instant	inst
Is, his	s on the line
It	t on the line opening upward
Its, itself	ts on the line opening upward
Large	*lr*g
May, you	tick
Manage	man*j*
Manufacture	man*f*
Member	*br*
Merchandise	m*d*s
Might	tick
Misunderstand	misu*n*d
Misunderstood	misu*n*dst
Month	mo
More, Mr.	*m*r
Most	tick
Much	m*ch*
Must	tick
Nature	na-*tr*
Necessary	nes
Nevertheless	nev-*r*-less
No	tick
Near, nor	*nr*
Not; after a stem, an n hook written on the stem; when pronounced 'unt', *n*t	
Nothing	n*n*g
Notwithstanding	not-ing
Number	no
Object	b
On-e	on
Of	o
Of course	ok
Opinion	o-pin
Opportunity	op-tun
Order	*rd*r
Or, are, our	*r*
Ought	ot
Our, or, are	*r*
Other	u*thr*
Part	*pr*t
Particular	*pr*-tik
Per, pair	*pr*
Percent	*pr*s
Perfect	*pr*f
Perhaps	*pr*ps
Plaintiff	plan
Practice-ical-ly	prakt-le
Principle-pal-ly	prin
Probable-ly	prob
Public, publish	pub
Purpose	*pr*pos
Question	qe (without lifting pencil)
Quality	q*l*t

Quantity	q*n*t
Recognize	rek nis(lift pencil)
Receive	res
Receipt	rest
Regard	reg
Reply	re-ple
Represent	rep
Re-member	*br*
Respect	res-pe
Return	re-*tr* n
Satisfy, Saturday	sat
Satisfactory	sat-re
Satisfaction	sat-shun
Shall	s*l*
Should	tick
Sir, sure	*sr*
So	s above the the line
Special	spes*l* see Especial
Subject	s*b*
Success	s-ses
-ted	td
Telephone	t (opening upward) *lf*
Telegraph	t (opening upward) *lg*
-ter, der, ther	*tr*
That, at, out	*t*
Than	t (opening downward *n*; immediately following the comparative *n*
The	he
Them	*m*
Then	t*n*
There, their	*tr*
These	t opening upward above the line
They	t opening downward on the line
Therefore	*thr*-fo
Thing	*n*g
Think	*n*k
This	t above the line opening to the left
Time	t*m*
To	t on the line opening to the right
Those	t above the line opening to the right
Thousand	a straight line above the line; written through a figure it adds three ciphers
Thus	t above the line opening downward

Today	d opening downward through the line
Together	ge*thr* written through the line
Tomorrow	*mr*o written through the line
Truly	tru
Under-stand	u*n*d
Understood	u*n*dst
Up	*p*
Usual	usu*l*
Very	*vr*
Was	tick
We	"
Were	"
Went	"
Well	w*l*
What	t on the line opening to the left
Whatever	t on the line opening to left ev*r*
When	tick
Whenever	tick *vr*
While	w*l* above the line
Will	*l*
Which	*ch*
Who	tick
Whom	"
Whose	"
Wish	*sh*
With	tick
Within	" -in
Without	" -out
Word	*wr*d
World	*wrl*d
Work	*wr*k
Would	tick
Year	y*r*
Yes-terday	tick
You-r	tick
Yours	" s
Yourself	" s
Yourselves	" ss

GENERAL REMARKS.

By reference to the list of word signs, abbreviations and phrases, as well as to other plates in the book, the following rules and principles may deduced.

1. In all non-position words the first downward stroke is written to the line.

2. Words should be written syllabically. Re-peat, not rep-eat; rep-re-sent, not re-pre-sent. When necessary the pencil may be lifted and the syllables detached, as in the word twi-light. But this is seldom necessary.

3. Derivative words are best formed from their primatives. The advanced student will usually find it sufficient to write only the primative.

4. In writing words or in joining them into phrases avoid obtuse angles. It is impossible in rapid work to make clear cut forms with any angle greater than acute.

5. Attention is called to the regularity of this system when once its principles are thoroughly mastered. Word signs are of course more or less arbitrary, that is what makes them word signs. But as this system is designed for thinking beings rather than parrots, it uses very few word signs, and aside from them the only exception is the writing of *a* downward before the *r* and *l* stems. Even this partial exception may be avoided by the use of—

6. *R* and *l* circles. These may be written on the opposite side of the vowel from *s* and *w*. They are to be used only after the student thoroughly understands the difference between briefs and stems, and are to be classed among briefs.

7. While word signs may be arbitrary and exceptional, abbreviations must always be written by rule, and must be simply shorthand copies of longhand abbreviations.

8. Only common words, or words common in the vocabulary of the writer should be abbreviated. A law student, for example, may abbreviate words that an electrical amanuensis should write out and vice versa.

9. Abbreviations may be formed by omitting letters that are slighted in pronunciation, catlog, custmer, abslute, for catalog, customer, absolute.

10. The syllable on which the primary accent falls should always be written.

11. Another way of stating the same principle is: Strongly accented vowels must always be expressed.

12. In all abbreviating the difference between Briefs and Stems (Lessons III and IV) must be carefully observed. Briefs are used finally only when the vowel is expressed; unshaded stems are always final. Markt—brief spells marked, markt—stem spells market.

13. Where it is impossible to curve a final hook, and attach the following syllable, as in the word public, the hook may be made with a straight line, and this line may form the first part of the vowel to be connected. Such hooks are really "offsets" on the following vowel; the pencil retracing its first mark.

14. *Ts* after a hook is expressed by writing the *t* outside of the hook, and the *s* inside of the *t*.

15. Final *m* hook may be written for *mb* or *mp* without confusion, as in ramble, sample.

16. Final *n* hook written on a stem may stand for not, as has not, had not, are not, will not, if not.

17. Advanced scholars may write *i* for *oi*, as pint for point.

18. Final *y* short may be expressed by *e* as well as *i*.

19. Words beginning with am, em, im, om, um, may be written an, en, in, on, un, as the *m* is simply *n* in composition.

20. As *q* is always followed by *u*, the *q* tick of course stands for *qu*.

21. Z, usually made like *s*, may when necessary, as in the case of the initials of a person's name, be made "solid", like a large period.

22. *U* before stems may be indicated by a dot written midway beside the stem, omitting the horizontal line.

23. How to Develop Speed. (a) Do not try for speed until able to write correctly, and to make good forms. It is with shorthand as with penmanship or any art, the one who begins slowly and carefully will excel the one who is in too great a hurry.

(b) When a paragraph has been corrected and written five times without a mistake, the student may begin to write it more rapidly, practising it over and over, until able to write at the rate of from 50 to 150 words per minute, according to his stage of advancement.

(c) After proceeding in this way with the matter contained in this book, the pupil may take, from dictation, other material of a general nature or in some special line of work for which he is fitting. This should be carefully corrected by the pupil himself and read without seeing the English. It may then be practised until fixed.

(d) Of far more importance than rapid writing is ready reading. Employers usually compose and dictate with comparative slowness, but they expect their dictation to be read back to them without a halt. Owing to its vowel basis, its regularity, and its syllabic expression this is a very easy system to read, and its practioners have secured situations over as high as twenty-five competitors on account of their excellent reading. Nevertheless the natural tendendy is to neglect this all important side of practice. The student is therefore urged to remember first, that without ready reading, shorthand is of no use, and second, that owing to the increased mental effort of reading it is also *a quicker developer of speed than writing*.

BUSINESS LETTERS.

The following letters are selected to illustrate Shortenings and Phrasing. Word Signs and Abbreviations are printed in plain type; other words italicized. Words to be phrased are connected by hyphens. Position is not indicated but is to be observed by the student.

1. Dear-Sir:—*I*-will-do *my* very-*best to get* your-order *to* you *on*-time. *I*-send-you *several* photographs which-will *give*-you *a-better idea* of *the goods* than *a mere descriptive* circular. Our *new* catalogue will-*be*-out *in a-few*-days, and *I*-will also send-you *a copy* of-that. We-are-doing considerable business *in* our *new line* this *fall*, and shall-*be-pleased to* have-you as *a customer in*-this department. Under-the-circumstances, we-will *give* you the *same* discount that we-have *heretofore allowed*-you, but we-*request* that you consider this *to be on the strict Q. T. Hoping to hear*-from-you at-your-*earliest*-convenience so-that we-may-*be-able to put in* our-orders at *the* factory *promptly*, I-am Very-truly-yours,

2. Dear-Sir:—I-am in-receipt-of your *communication* of yesterday, and wish *to* inform-you *at-once* that-you-are *mistaken in*-regard-to *the price* of those articles. I-am *happy to say*-that *the figure* I-can *quote*-you is much-*less*-than you *supposed*. *Indeed*, *the proportion* is so *ridiculously* large that I-am very-much-*surprised* that-you-should have-*paid any* attention *to* it, *namely tenfold*, or *$2.50* per-thousand *instead*-of *$2.50* per-hundred. *I*-shall-*be-pleased*-to-receive-your-order which-shall-receive-our-*prompt*-attention. *Small lots I*-send by-express C.O.D., large *lots by-freight* f.o.b. *I*-send-you *by*-this-*mail*, *a sample* of *the* different *varieties*. Awaiting your *pleasure*, I am Truly yours,

3. Dear-Sir :—Under-*date*-of January *third*, you-*wrote us* that-you-would-*be-able to make us a remittance*. We-have-not-received *the* amount *promised us* at that time, and yesterday-afternoon, when our Mr. *Shaw called* upon you, you-*put him off* until *the* first of *the* month. While we-*feel* as *though* we-had *given* you *a sufficient* time *to meet* this *obligation*, we-will-*wait*-for-you until *the* time *stated*, but *I* must *assure* you that we-cannot *wait longer*-than this. If your *check* is-not *promptly* received, we-shall-*be-obliged to put the matter in the hands* of-our-attorney for collection. Our *duty to* our *creditors* will absolutely necessitate this *step*. *Hoping*, *however*, that-you-will *make* it unnecessary, we-are

Respectfully-yours

4. Gentlemen :— Your *inquiry* in-regard-to our-*hemlock-lumber* was duly-received-and-*noted*. We-are very-*sorry to say*-that we-are-*unable*, at-*present*, *to fill* your-order at anything *like the price* you *name*. *The case* you-*quote* must-have-been *a forced sale*, or of *a* different quality from what you think. We-do-not *know* where we-can *buy* for anything *like* that-*price*. We-will *give $2.25* per-thousand more-than *the price* you *name*, if-you-can-*find-us* any.

We-*take* this opportunity of *calling* your-attention *to an invoice* of-*shingles* which we-have *just*-received, and, as-per enclosed circular, we-do-not-think we-will-*be-able to* do *better*-than this, this-*summer*.

Hoping to receive-your.order for *a* carload, and *regretting* that we-cannot *meet* your *figure* on *the hemlock*, we-are

Very-respectfully,

5. Gentlemen :—We-have-your-*letter* of-*recent-date*, and *note* its *contents*. We-cannot-understand why you-*return* our-*note*. We-are-*rated way* up *by both Bradstreet* and *Dunn*, and our-*paper* has *always* been at par *in*-this *section*. Thinking, *however*, that *a Western endorsement* would-*please*-you, we *got Brown* and Company, who have *a branch in* your *city to back* it. But this-is-not all. We-have, *in* his *own hand*, the memorandum of your Mr. *Keyes to* the *effect* that if we *paid half cash in thirty* days, we-might, if *advisable*, *settle* the balance *in*-this *way*. We-think-that if-you-will *confer* with Mr. *Keyes*, you-will-*accept* our-*paper*. If-there-is any *objection to Brown* and Company, we want *to know* it. We-have-*dealt* with-them for *twelve* years, and have always *found* them all-right.

We *wired* you *to* day that we-would-not *accept* your *sight draft*, and-you-will-*please*-telegraph *us on*-receipt-of-this, what you *propose to* do. *Trusting* that our *hitherto pleasant* business *relations* are-not *to be disturbed*, and that this *whole-matter* is due *to* the *mistake* of *some uninformed employee* of yours, we-remain

Yours-truly,

6. Dear-Sir :—We-have your-*favor* of *the 9th* inst., enclosing *check* for *$10*, and we-*beg to return herewith deposit* receipt No. *319* for-*same*. We-have-*reserved* for-you *Berth 2 in-Room 66 on "Saxonia"* from *Liverpool*, September *8th*, as-per our *conversation* over *the* telephone.

Yours-truly,

NOTE: From this point the student is deemed capable of writing without especial marks to remind him of the shortenings.

7. Dear Sir:—Answering your letter of 8th inst., I beg to say that Steerage passage from Boston to London is $28 per adult. S. S. "Saxonia" sails July 20th at 1 P. M., and we shall be pleased to book you on that steamer.

I enclose latest sailing list.

Yours truly,

8. Dear Madam:—May I have the pleasure of a visit from you next week Tuesday? I shall be glad to have you come out to the farm on the morning train which you can take at Boston and which reaches Andover just before nine o'clock. I will drive you to Lawrence in the afternoon to make connections with the train you took when you came out before.

With cordial regards, and hoping that you may be able to come, I am

Sincerely yours,

9. Dear Sir:—I enclose scheme for the lectures which I think you have seen before in your correspondence with Miss Adams, and I am now writing you about the same course which we wish to give at the Woman's Educational Union.

The committee have decided to give the lectures on Monday afternoon at 4 o'clock, and I write to ask if you will reserve for us the afternoons of May 16 and 23. I understand that this comes at a time when you will be in the East and will meet your convenience in that respect.

The plan is for Mr. Smith to give the first two lectures, Mr. Brown to follow with two, and you to give the concluding two developing the outline suggested in the enclosed schedule.

I understand that you will consent to do this; the price to be $100 00 and expenses from Albany. Am I right in this?

We now wish to make the engagement definite, with one proviso. In case the return message from Mr. Smith, who is now abroad, from whom we cannot hear for some weeks, is favorable, the course is to go on as planned; if he is unable to do so, our thought is to postpone to the winter after, and we shall of course notify you in the midst of the summer as soon as we hear from Mr. Smith.

With cordial regards, I remain

Respectfully yours,

10. Gentlemen:—Your Mr. Bolles handed me a renewal order of a policy of Mr. Peter Smith, expiring August 3, 1901. I have obtained the order to renew as follows: $3,000 in the Sun Insurance Office for three instead of five years, on dwelling house located on Middlesex Avenue, Dorchester. Policy to be written to Mr. Peter Smith and George James, trustees under the will of Henry Harrison.

Please forward policy and bill to me at your early convenience.

Yours very truly,

11. Dear Sir;—I beg to call your favorable attention to the fact that the writing of all kinds of fire insurance is a particular branch of my real estate business. I am a special agent for the Sun Insurance Office of London, and also write in some half dozen of the prominent companies. Should you desire some special company, so state and I will place risk in that company. Full information bearing upon any insurance will be sent upon application.

I note that you have partly completed a building for a summer home on the corner of Oxford St., Dedham. I shall be pleased to write the insurance upon this property, or any other in which you may be interested.

Hoping to receive at least a part of your valuable patronage, I remain

Yours very truly,

12. Gentlemen:—In reply to your letter of July 23, I would like to have the walls of Mr. Benson's house 16" thick with clipped headers throughout, except that every seventh course shall be a full header.

The furring will be 2 x 3 stud, flatwise, kept one inch away from the wall.

Yours very truly,

12. a. Dear Sir:—For your information, beg to say that we have now received from Liverpool, block of Second Cabin rooms of return accommodations, beginning with the "Saxonia" from Liverpool, Aug. 6th and for all sailings up to the end of October. We shall be pleased to offer you return accommodations on applition. Yours truly,

13. Dear Sir:—The heating contract for Mr. Frank L. Pym's stable has been awarded to Albert Timlow.

Thanking you for the trouble you have taken, and hoping you will have the opportunity of doing work for me at some other time, I remain

Yours very truly,

14. Dear Sir:—Your letter of July 24 in relation to the delay in finishing the work of changing the tracks of the Boston and Maine Railroad in Charlestown, was brought to the attention of the 5th Vice President Kimball of that company with the request that he make any suggestion in relation to the matter and reply to this Board.

I enclose a copy of his communication, which, although it may not be a satisfactory reply to your communication, makes it appear that the fault, if any, does not attach to the railroad company.

Yours truly,

15. Dear Sirs:—Referring to your favors of the 26th and 27th ult. in reference to Second Cabin return accommodations on "Ivernia" from Liverpool, August 27th, I beg to say that we have no berths for sale on this side for that date. What we had has been all sold. If passengers wish to go to the expense of a cable, we shall be pleased to cable, or you can take and issue tickets and we will write our Liverpool office by first mail to reserve berths at rate paid.

Yours truly,

16. Dear Sir:—I am informed that you are the owner of property on Lakeside Avenue, Newton. We own the land on Concord Avenue which abutts on these premises at the back. I believe that you have recently been fixing up the Lakeside estate and have had an old shed on the back of the premises torn down. This has resulted in the destruction of the fence between our premises. It was not much of a fence and I think that both our premises would be improved by the erection of a new one, and I write to ask if you will share with us the expense of erecting a new fence between our premises, and if yes, whether you would prefer to have it a board fence or a picket fence.

I want at the same time to call your attention to the fact that the old shed was apparently formerly used as a stable and when it was torn down the hole underneath it, filled with manure and water, was left in a most untidy condition. We should be glad to have this cleaned up and I take it that you will be glad to have it attended to, as its present condition would certainly interfere with letting or selling your premises.

Please let me know about the fence at your earliest convenience, and oblige,

Yours truly,

17. Dear Madam:—May I ask if the reason your Club does not desire an engagement with Mr. Banks is on account of the price? I have just received instructions to place a few engagements at $100 per lecture, and I make the offer of that price to you in case you wish to reconsider your decision. The only dates left

would be Friday forenoon, or a few Saturday afternoons or evenings from which to choose.

Asking to hear from you at an early date in case this affects your former decision, I am

Cordially yours,

18. Dear Madam:—Your letter of June 27 to Mr. Thomas has come back to me for answer, as he has left me in charge of his New England engagements for next season.

Mr. Thomas returns from Europe, January, 1902, and will be in Boston ten Saturday mornings. It would not be possible to arrange for a lecture on any Thursday morning, as he has a course in New York on that day. The nearest approach to it would be Friday forenoon between January 10 and February 14, provided your hour could be placed early enough so that he could meet a twelve o'clock engagement in Worcester. A few Saturday evenings are also vacant, but almost all of his dates have been engaged. The price would be $100.

Asking to hear from you at an early day in case you wish to engage Mr. Thomas, I remain

Sincerely yours,

19. Dear Sir:—Enclosed please find Outward ticket No. 51256 in favor of Mr. Carl Lundgren, Boston to Gothenburg, to sail on "Ivernia" from here 27th inst., at 5:30 P. M. Awaiting your check for $31. to cover ticket,

Yours truly,

20. Dear Sir:—We have your postal card advising that Outwards No. 47655-6 issued for "Saxonia", March 30th, will sail on "Ultonia", April 20th. We are reserving accomodations accordingly.

Yours truly,

21. Dear Madam:—We have your favor of the 14th inst. and in reply will say that we could not offer you accommodations that you mention in your letter. If three passengers occupy a two berth room we would have to receive full passage for all, as the Company are prepared to furnish each passenger with a separate berth. We would suggest your trying Second Cabin accommodations on either the "Saxonia" or "Ivernia" and we possibly could give you three ladies a nice room to yourselves at the lowest rate. I beg to enclose our latest rate and sailing sheet and plans of steamers, and we shall be pleased to offer you accommodations on application. Yours truly,

22. Gentlemen:—We have your favor of the 3rd and note that Chicago does not wish any of the Syracuse pitch. We will therefore, complete their order from Everett. Yours truly,

23. Gentlemen:—We have your favor of 3rd, also telegram of the same which we did not receive until this morning. We have entered your order for two barrels of best coal tar, shipping the same to the International Paper Co., Wilder, Vt.

Thanking you, we are Yours truly,

24. Gentlemen:—We have your favor of the 3rd and in reply beg to state that tank car 93 left for Chicago, Monday the 25th. Tank car 94 arrived at Everett June 24th from Hamilton and left on the 29th for the same place. Yours truly,

25. My dear Sir:—It is a matter of regret to me that my long trip west, from which I returned this morning, has prevented my seeing you ere this. I wish to thank you for calling here, for which call your card which I find on my desk is evidence. I shall hope to have the pleasure of seeing you before long.

Are you in the market for anything at this time? We have a few St. Paul General Mortgage 5s which we could sell you in the vicinity of 86 or 87 and interest, the price to be adjusted to the market, and while these bonds were a desirable purchase before the St. Croix Power Co. began to cut down the operating expenses of the St. Paul Gas Co., they are now a much better purchase in view of the increased net earnings which the operation of the Power Co. has brought.

You know the St. Paul Gas Co. was able to pav 4% dividends before we began to utilize this water power and they will be able in the future to either increase this dividend or add very much to the reserve if the dividend is adhered to.

Yours very truly,

26. Dear Sir:—I was obliged to stop over in New York and consequently my return to Boston was delayed until this morning. I find your several favors for which I thank you.

Relative to the proposition signed by McDonald, McCoy & Co. and yourselves referring to the La Salle and Peru gas and electric light plants, I beg to say that I took steps in New York yesterday to ascertain what arrangement could be made for construction work and I hope to be able to advise you definitely in the matter before the thirty days specified shall have expired.

The revised proposition does not give me quite as much leeway as the first proposition did, but I recognize your right, of course, to conserve your own interests in every way, and I do not think I can object to the terms you make. I will advise you as soon as I am able to do so whether or not I can accept the proposition made. Yours very truly,

27. Dear Sir :—I beg to say that I have charge of the insurance of the Hanson Ground Rent Co. and the policies are held by me. There is one in the Westchester No. 776532 for $ 5000 on the contents of the Hotel Savoy on Nos. 54, 56, 58 Lake Ave., Milwaukee. This will expire on the second of August and I wish you would renew it and have it in my hands before that date.

In the meantime, please write me if this can be written for a longer term than one year and also if 2% is the lowest rate that you can secure upon it. I should prefer one of the large English companies or, if not, then one of the largest American companies.

Please use the same form which you did last year as that seems to cover the property with the exception that it seems to me that the words fuel and supply should be added.

Awaiting your prompt reply, I am
Yours very truly,

28. Dear Sir :—Replying to yours of the 24th inst. would respectfully state, for the information of the Board, that the turnout in North Tiverton, R. I. near the State line, is not of our creation, having been placed there when the road was originally constructed by other parties and that the present conditions as to its surroundings did not exist when it was placed there.

For the operation of the road under ordinary conditions of travel the turnout is properly placed, delays do not ensue, except at times of heavy travel (Sundays and holidays especially) when it is necessary to run several cars together and then only to the cars outgoing from Fall River, the incoming cars having the advantage of the double tracks to the center of the city from the State line, which last fall, replaced a long intervening stretch of single track, which previously existed.

At my suggestion Mr. P. P. Sullivan, our President, Mr. E. C. Foster, our General Manager and myself viewed the premises Saturday last and, after duly considering all the conditions, it was decided that double tracking for a distance of about 1200 feet southerly to Canonicus street, in North Tiverton, in extension of the present double tracks of this company, now reaching to the State line, and the consequent elimination of the turnout thereby, seemed to be the most advisable course to pursue, this, of course, being conditional upon the proper permission, for which we would make early application, being obtained from the authorities of the town of Tiverton.

It is possible that some other course might present itself to, and be more favorably considered by, the Board, and we would be glad to talk the matter over, to the end that their views might be carried out.

I have endeavored to state the situation and our suggestions and should anything not be quite clear or further information be desired, I should, of course, be glad to furnish it.

Respectfully yours,

29. Gentlemen:—We have your favor of the 3rd and in reply would state we tried to get you over the telephone on Wednesday, but were unable to do so.

Our Mr. Davis will take the matter of your No. 1 coal tar up with you on his return to Boston on Monday.

Yours truly,

30. Dear Sir:—Enclosed please find sale for last week's butter. We are glad to say that last week marked the lowest point in the market and this week there is a change for the better. We are getting $.19 for tubs and have already sold most of your butter. We hope for better trade and better prices now that grass butter is coming right along. We could not make the 50 lb. tubs in last week's shipment hold out weight and this week on the 50's and 30's there is a shrinkage of ½ lb. each. I weighed the lot personally and know it to be correct. The customer to whom we sold the lot, however, did not require a full pound reduction on the large sizes, but was willing to accept the ½ lbs. We are sorry to hear that there is trouble with the herds in your vicinity and hope the State Inspectors will not cause you any serious loss.

We are 5 tubs short from your invoice, that is, the 10 lb. size, and we think you made a miscount as the freight bill agrees with our books.

Yours truly,

31. Dear Sir:—Enclosed please find sale and check for last week's butter. The quality was rather ordinary, but we did the best possible. The market this week is a little better and we suppose that the quality of the butter coming forward in the future will be much better.

Yours truly,

LEGAL WORK.

Stenographers reporting evidence in court indent the answers of witnesses one-half the width of the page of the notebook. This is for convenience in reading and also to avoid making a mark to distinguish questions and answers. The following illustrates the arrangement of a notebook page of testimony. It does not illustrate the arrangement of a typewritten page.

ELIZABETH A. SMITH.

(By Mr. Gray) What is your full name, please?

Elizabeth A. Smith.

Where do you live?

5 Green street, Lowell.

Go back to July, 1899. What day of the month was it, if you remember, that the accident occurred?

17th of July, sir.

Do you remember, Mrs. Smith, what day of the week that came on?

Monday evening.

Now it occurred where?

On Green street at the house.

How long had you lived there up to the time of the injury?

Nearly a year.

Who were the members of your family then living with you at the time of the injury?

There were only the three children and myself, sir, at home.

Did you do any work outside?

I worked in the mill.

The children worked ?

The oldest boy and the girl. The youngest one went to school.

Now what time did this accident happen ?

It was the early part of the evening.

Can you tell us about what time, as to the hour ?

Well, I should think somewheres about eight; somewheres along there, I should think.

Had you been out during the evening ?

Yes, sir.

Was your sister with you at any time ?

No, sir, not until I got home. She called.

Where were you when you first knew of her presence ?

I had just got into the house, sir, when she came.

Which way did you come in ?

The side entrance.

Who used that side entrance beside yourself?

The family upstairs.

Do you know just where you were when your sister first spoke to you or called your attention to herself ?

Well, I was in the kitchen, I think.

Which way did she go into the house ?

She came in the side entrance.

Then what took place ? I will let you tell your understanding of it, your recollection of it.

She was in a hurry and didn't stop, and started out, and I went to the door with her.

Don't tell us what conversation took place, but tell us what was done.

Of course I stepped out on the platform and stood there and talked with her.

Where was she ?

She was standing just a small distance from the foot of the steps.

And I suppose when you speak of the steps you mean the foot of these steps here ? (Shows witness photograph)

Yes, sir.

Will you point out to the jury where you stood when you were talking with her.

Somewheres right by that post.

Do you mean the corner post ?

Yes.

Where was your hand ?

Part of the time it was on top of the post.

Now just put yourself as nearly as you can in the position you were in when this accident happened.

Well, I should think I stood something like this. (Illustrating)

I suppose you were leaning somewhat on the post ?

I probably must have or I would not have gone over.

Your sister was down here at the foot of the stairs ?

Yes, sir.

You were conversing with each other ?

Yes, sir.

Then what happened ?

What happened ? The post gave way, and I went over.

When was the first that you appreciated something was happening ?

I know I felt a give, and that was all I knew. I threw back my hands, and that is all I knew about it.

Did you make any outcry that you remember ?

I made some kind of a noise, I can't say what.

What was the next thing you knew ?

I didn't know anything.

What was the next thing you did know ? If you lost consciousness for a moment, when you first knew what you were doing or where you were, where were you ?

The first I knew, that I can remember, was that they had me ready to put me in the ambulance.

You were taken in an ambulance to the hospital ?

Yes, sir.

How long did you remain at the hospital ?

I stayed there two weeks, sir.

How long was it before you were able to do work ?

It was somewheres about ten months.

And then what kind of work did you do?

Light housework, no heavy work.

At the expiration of ten months you began to do light housework. What have you done since ?

Nothing but light housework

How to Manifold with Writing-Machines.

The ability to make several copies at a time on a writing-machine should be acquired by all operators, as the necessity of manifolding will arise occasionally in any kind of work. This matter has never been fully explained before, to our knowledge; and therefore the following directions will be as welcome to the expert as to the beginner. In the first place, to secure good results, one must use paper made expressly for the purpose. This is especially true of the carbon, or black, paper used to give the impression. That made for type-writing is very thin, and of fine quality. In this class of work the keys should be struck harder than is usual. As many as eight copies can be made on thin linen paper. For fewer copies, thicker paper may be employed. Buy the paper from a dealer in type-writing supplies, and state in your order the number of copies desired, and you will be furnished with the thickest that will receive the copies plainly. Some prefer to use paper made up into pads, glued at the end. Count as many sheets as you desire impressions, and tear off all together. This will obviate any possibility of the work running crookedly in the machine, and it is absolutely necessary in using tissue paper. Lay the leaves torn off on the table, placing a sheet of semi-carbon between each two. Put the glued end in the machine, being particular to have the black side of the carbon toward you. By following this simple rule, you will never get the impression on the back instead of the front of the paper. Never change the relative position of the carbon sheets. When the first sheet becomes worn, and gives a faint impression, lay it aside (do not destroy it, as will be explained hereafter), and put a fresh one at the bottom. This arrangement

will always secure a good impression for the last leaf. When a large number of impressions is required, oiled tissue paper should be used. Thirty good impressions may be taken at once by discarding the inking ribbon, thus permitting the type to strike directly against the paper. When but ten impressions are wanted, it is not necessary to remove the ribbon. The tissue paper employed is oiled; and as it should be prepared two months before using, it is better to get it from a dealer, ready for use. To manifold on tissue paper, use "full" carbon, or that which is blacked on both sides. In using oiled paper, one sheet of carbon makes two impressions; and for five impressions but two sheets are required, as the first is made by the ribbon. Start the glued end of the sheets in the machine, placing a thick sheet of hard, calendered paper next to the platen or rubber printing cylinder. This will prevent the tissue paper from wrinkling. Sometimes it is found that fresh carbon paper will not make clean manifolding, and that work is not secured until the black paper is almost worn out. By observing the following directions, good results can always be secured. When a fresh lot of carbon is received, take an equal number of sheets that have been used, and put with it; placing a sheet face to face or back to back. Then put in a letter press, or lay a weight on it, leaving it in this position for at least ten hours—ten weeks will not injure it. The old or worn paper will absorb enough carbon from the fresh to make a number of good impressions, and will leave the latter dry enough to prevent crocking or smutting. To renew carbon paper after it has been used, and fails to make distinct copies, saturate several sheets of newspaper, cut to the proper size, with olive oil: place the saturated sheets in a letter press with some dry sheets of newspaper, placing a sheet of oiled paper between two

sheets of the dry paper, and press them well to absorb the surplus oil. The sheets should be so thoroughly oiled as to be almost transparent. Then place the used carbon sheets between the oiled sheets, and put them in the press, allowing them to remain several hours, that the oil may be evenly absorbed by the carbon. Should the carbon be too oily, absorb the oil again, as above described, with dry carbon sheets. The number of copies a sheet of carbon will make before becoming exhausted, depends much upon the operator and the quality of the work or carbon. We have known a sheet to make thirty copies, and another to be exhausted in making five copies; but at least fifteen copies should be made if the carbon is rightly used. Its life can be prolonged by turning it endwise, so that the letters will strike in a different place. A little judgment in this respect will prolong its usefulness considerably. Where little manifolding is done, not more than twenty-five sheets should be purchased at one time, as it is liable to dry up and become useless. Its moisture can be retained by keeping it in an air-tight tin box or case. Carbon copies can be made nearly as durable as ribbon copies, by the following process: Dissolve one ounce of gum shellac in a quart of alcohol; after the shellac is thoroughly dissolved, blow the liquid over the carbon copies with an ordinary perfumer's atomizer. This gives a slight coating to the work, which, while imperceptible to the eye or touch, keeps the work from "smutting" by handling, and makes it very durable. Writing-machines, unless otherwise ordered, are furnished with rubber rollers of medium hardness. Where a great deal of heavy manifolding is done, the machine should be furnished with a very hard roller. In heavy work of this nature, the operator must strike the keys hard, using only the first and second fingers.

SHORT-HAND WRITERS.

American business men have devoted so much attention to the saving of time, that it was but natural that stenographers should first be used to any great extent in the United States. Nearly every large office in New York now employs one stenographer or more, and we have enacted it into a law that a stenographer is a necessary part of the machinery of our courts. It is not forty years since one could count the professional short-hand writers of New York on one's finger ends. There were hardly a half-dozen to be found and short-hand writing was as much a curiosity as Sanscrit or Hindostanee. There are now thousands of short-hand writers in daily occupation, and they have become necessities to the business community, as indispensible as the telegraph or telephone. How does a stenographer save time? We can all remember the days when the business man went down to his office early in the morning, opened his mail, and sat down and laboriously wrote all his letters by hand, consuming very often the whole morning in doing so. To-day he opens his mail, and, calling his stenographer to his side, dictates his replies to him at the rate of 150 words per minute. In this way he can dispose of twenty, thirty, or forty letters inside of an hour; and that finishes his work as far as he is concerned, except perhaps the signing of the letters after they are written. The business man is thus able to save almost half a day by having a stenographer in his office. Nearly all the shorthand writers now employed are type-writer operators as well. The type-writer and the short-hand writer go together. The short-hand amanuensis, after taking his employer's letters, goes to work and writes them out on his writing machine, which

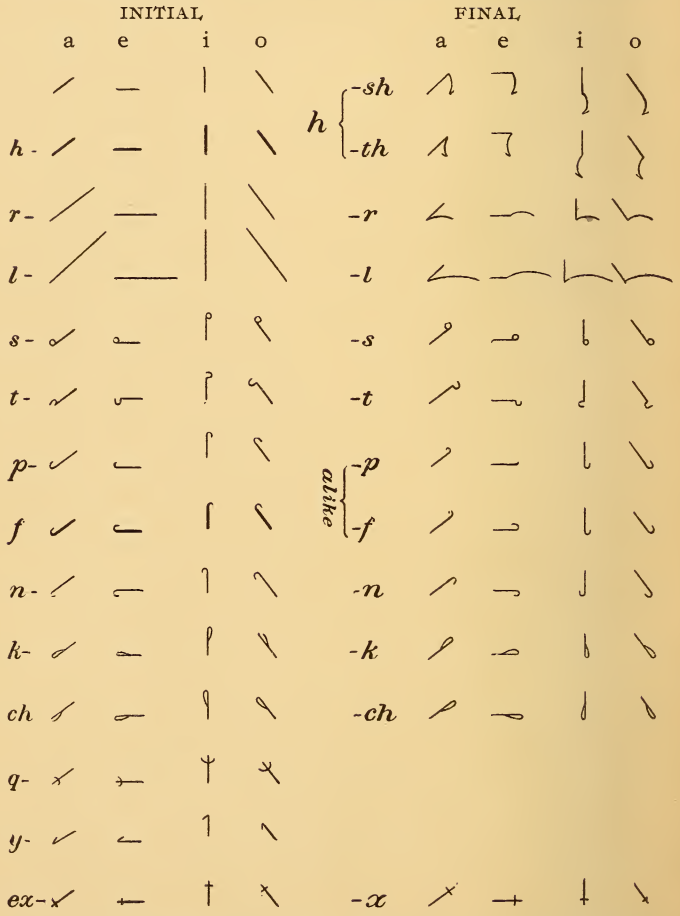
also expedites his work greatly ; and thus the physical labor of writing the letters is transferred from the shoulders of the business man to his subordinate, and his labor is in turn lessened by the typewriter. It can thus be seen what an immense saving of time is obtained by this modern improvement upon old methods. There are many prominent business men whose mail is so large that it would be a physical impossibility for them to sit down and write all their letters by hand. Take the case of the president of a great railroad, or of a large insurance company, who receives perhaps 100 or 200 letters per day. By the employment of a short-hand writer, he saves the whole day. To answer a letter, is a pleasure instead of a task. He can express himself more fully, because it is easy enough to talk ; and another blessing that is secured, is the prompt answering of all letters. When all that is necessary to write a letter is the mere speaking of the words, a man is much more liable to answer it promptly than if he had to write it himself. The office amanuensis then writes all the letters, addresses the envelopes, and has everything ready for the signing of the letters and the mailing of them. To such an extent has the invaluability of the short-hand writer grown in this capacity, that it has become a distinct profession, and the columns of the papers are daily filled with advertisements for competent men of this class. The pay ranges from $15 to $30 a week, and the demand is larger than the supply. The work is light and pleasant, and many young women have embarked in the business. It has been found, curiously enough, that women make excellent stenographers, in many cases being superior to men.

When they have once acquired the art, there is a deftness and lightness in their fingers by which they can write the small characters with lightning rapidity. In the use of the type-writer they are also very expert. There are a great many opportunities thrown in the way of young men who are stenographers. They come into closer personal relations with their employers than they would in any other capacity, and are generally made private secretaries if they have the confidence of their superior officers. Very many literary men keep amanuenses who are short-hand writers, and the large writers for the press always employ them. Some editors have short-hand clerks whom they take with them in their travels around the country and to Europe Short-hand writers are always employed upon the press in reporting speeches and sermons, proceedings in Congress, and the State Legislature, and in taking down interviews. Many editors have been expert short-hand writers. The late Thomas Kinsella of the Brooklyn "Eagle" was a good stenographer, and Whitelaw Reid was another. Up to a few years ago, proceedings in the courts of law were delayed by all the testimony having to be taken down in ordinary writing. A lawyer asked a question of the witness, and everybody waited until the clerk or judge laboriously wrote it down. Then the witness answered slowly, a sentence at a time, so as to allow of a verbatim report being made. In this way a trial would drag over weeks or months; and all the while the State or county would be paying out $5 or $10 a day to judges and clerks, and clients were charged according to the length of time the trial lasted. All this is now changed. With a stenographer to catch the words red-hot as they drop, and crystallize them on paper, a trial goes ahead as fast as people can talk, and

the verdict is reached in one-third of the time formerly consumed, at a great saving of money to the community. We all remember the description given by Dickens, in "David Copperfield," of how he learned shorthand; how, after months of hard study and practice, he was able to write 100 words a minute, but when he turned back found that he was unable to read a word of it. Then all the weary work had to be gone over again, and it was years before he could take down a speech. Dickens himself was a shorthand reporter in the House of Commons, and this was his experience in mastering the art. A new system was invented twenty or thirty years ago by an Englishman, which simplified the whole thing, and put it upon a scientific basis. Through the various modifications that have since been made in stenography, it is now a very easy thing to learn; and, with a reasonable amount of patience, the student can acquire a speed of 150 words a minute, which is fast enough for all ordinary purposes. Nearly all stenographers use the typewriter also, and this has to be acquired; but a few weeks' practice usually suffices to master it. This, then, is a new profession that has come in; and the demand for good stenographers makes it a pleasant and remunerative employment. As a rule, court stenographers are the best paid. Many of them make from $2,500 to $6,000 a year; and there is one case on record, where the judge of a Western court got $5,000 a year, while the stenographer made $8,000. The judge wanted to change places with him.

(The foregoing article was first published in the New York Graphic.)

COMPARATIVE VIEW OF BRIEFS AND VOWELS.



The only shaded forms above are ha he hi ho fa fe fi fo; all the others should be hair lines.

U is like e; oi and ou are like o.

L. of C.

PREFIXES AND SUFFIXES.

PREFIXES

Co-m-n-g is usually joined; the others are written just before the rest of the word.

Acco-m-n-g	ak
Circum	*sr*k
Co-m-n-g-r	k
Di	d opening left
Inco-m-n-g	ink
Int-e-r	int
Irreco-m-n-g	i*r*k
Magn	mag
Reco-m-n-g	rek
Self	s
Su-b-c-d-g	s
Trans	t opening downward
Unco-m-n-g	*n*k
Unreco-m-n-g	*n*rek

SUFFIXES

Shun is usually joined; the others are written just after the rest of the word.

ble	bl
bility	blt
ful	fu
ing	a dot
ings	a light tick
ingly	a heavy tick
ment	t opening right
ology	*j*
self, some, ness	s
selves, someness	ss
ses, tion (shun)	ss attached

MAY 5 1902

1 COPY DEL. TO CAT. DIV.
MAY 5 1902

LIBRARY OF CONGRESS
0 027 275 571 1